

Alumni and friends from all around the globe came to our 2019 Alumni Weekend in Bristol. Read more about our global alumni network.

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Front cover illustration by artist Anna Higgle. Photograph © We The Curious.



In October 2018 the University of Bristol's Cabot Institute, in collaboration with We The Curious, commissioned Bristol artist Anna Higgle to create a mural about climate change. The mural represents the threats of climate change informed by the Intergovernmental Panel on Climate Change (IPCC) and aims to spread a message of hope from acting now. The thought-provoking piece explores the causes, consequences and solutions to climate change and its impact on the city. The mural can be publicly seen on the We The Curious building in Bristol.

nonesuch

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University

University of Bristol in top 50

The University of Bristol rises to 49th in the QS World University Rankings 2020.

The 2020 QS World University Rankings, which analyses the world's top 1,000 universities in 85 countries, has named the University of Bristol as one of the top 50 Universities in the world, ranking 9th overall in the United Kingdom and 11th in Europe.

The expert opinions of 94,000 academics and 44,000 employers contributed to the 2020 edition of the rankings, in addition to the analysis of millions of papers and citations to measure the impact of the research of the universities ranked. Out of the 84 UK universities ranked, 50 have dropped and only 12, including Bristol, have improved their performance. Of the six indicators used to compile the rankings, Bristol improved in three: academic reputation, the proportion of international students and the proportion of international staff. Its highest score was for the University's reputation with employers around the world.



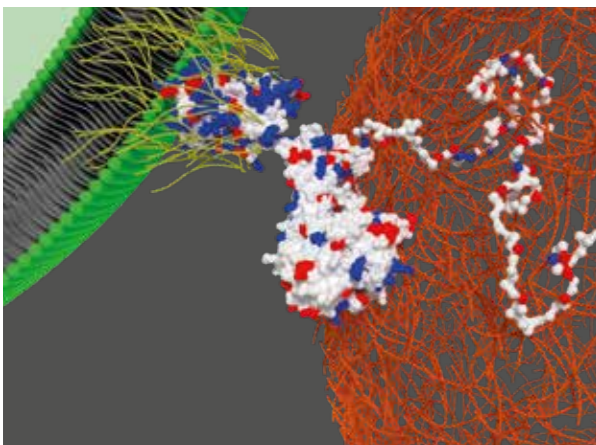
Research

Mending hearts

Leading cardiovascular research.

Scientists have found a new way to direct stem cells to heart tissue, which could radically improve treatment for cardiovascular disease, the cause of more than a quarter of all deaths in the UK.

Researchers from Bristol's School of Cellular and Molecular Medicine have found a new way to overcome significant challenges to existing trials that use stem cells to regenerate damaged tissue in the heart. High blood flow in the heart and 'tissue sinks' mean the majority of stem cells end up in the lungs and spleen, but researchers have developed a new technology that can modify stem cells so they 'home' to the heart tissue instead. For the seven million people currently living with heart disease in the UK, this new development could have an enormous impact.



Students

Student newspaper

Epigram celebrates 30th anniversary.

The University of Bristol's student newspaper *Epigram* was recognised as one of the best examples of journalism in higher education, as it celebrated its 30th anniversary.

Epigram journalists were presented with three awards at the national Student Publication Association Awards 2019, including Best Website, Best Overall Digital Media and Best Human Rights Journalist. The newspaper, which was established in 1988 by James Landale, now BBC Diplomatic Correspondent, was also recognised as Best Media Society in the National Societies Awards this year. Reflecting on *Epigram*'s success and longevity, James Landale said: 'It is testament to successive generations of dedicated students who have kept the flame alive, shaping and developing the newspaper into the glory it is today.'



Alumni

Alumni Awards

Ten exceptional individuals win an award at the inaugural Bristol Alumni Awards 2019 Gala Dinner in March.

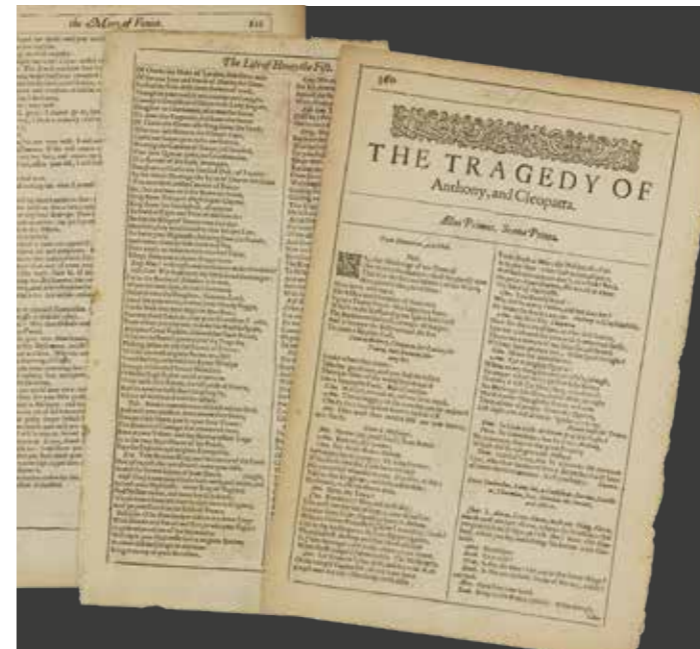
The Bristol Alumni Awards honours the remarkable achievements of our alumni and celebrates the significant impact they have had on a personal, professional or societal level. There were ten inaugural winners of the 2019 Alumni Awards, including Sir David Attenborough (Hon LLD 1977) for a Lifetime Achievement Award, Eboni Usoro-Brown (née Beckford-Chambers) (LLB 2009, MSc 2011) for Achievement in Sport, Julia Donaldson (BA 1970, Hon DLitt 2011) for Arts and Media and Dr Harry Destecroix (PhD 2014) for Innovation and Enterprise.

Alumni

Shakespeare Folios

Rare 17th century pages from some of Shakespeare's most famous plays have found a new home in Bristol.

Extremely rare and valuable folios featuring sections of *Henry V*, *Othello* and *Antony and Cleopatra* have been generously donated to the University by Ely Kahn III, inspired by his wife Lesley Silvester (BA 1968), an alumna of Bristol and Chair of the University's US Foundation. The folios will be housed in Bristol's Theatre Collection, one of the world's largest archives of British theatre history and live art, in the new Library. 'My wife Lesley Silvester and I couldn't be happier that Bristol's new library will be home to the four folio leaves,' said Ely Kahn. 'The leaves were an important part of a collection begun by my grandmother. When I learned of the University's plans for the Library and that the prestigious theatre collection would be housed there, I was convinced that our leaves should be there, to be seen and studied.'



University

1 Follow the rainbow

University of Bristol staff unveil the newly installed rainbow steps to show support and commitment to diversity and LGBT+ inclusion. The colourful makeover on Cantocks Steps, which connects University Walk and the School of Chemistry, are a permanent reminder of our commitment to a community where all feel safe, welcome and respected.

Alumni

2 Inaugural Alumni Forum

Current students talk about their experience of Bristol at the 'A Day in the Life' panel discussion at the inaugural Alumni Forum in June. Other sessions included the Science of Happiness, Bristol's climate emergency declaration and three-minute thesis presentations from current PhD students at this new annual event that brings together alumni, academics, students and senior staff to hear about and discuss the latest projects and initiatives from across the University.

Alumni

3 Celebrating Bristol Volunteers

Bristol Volunteers share their experiences of mentoring, advising, public speaking and organising events at the Bristol Volunteers Reception in June. Hosted at the new Bill Brown Design Suite, the Bristol Volunteers Reception celebrated the many ways our volunteers contribute to enhancing the experience of staff and students at the University.

Innovation

4 Entrepreneur of the Year

Bristol alumnus Charlie Guy wins national 'Entrepreneur of the Year' to grow and develop his sustainable farming company LettUs Grow. Graduating with an MEng in Engineering Design in 2016, Charlie launched LettUs Grow with fellow students Jack Farmer and Ben Crowther. Using new indoor agriculture techniques and systems, LettUs Grow aims to improve the efficiency and sustainability of indoor farming and ease farmers' lives by delivering consistently higher crop yields.



Bristol: a place of welcome and possibility

Emeritus Professor of Paediatric Neurology Dr Arthur Rose (MBCbB 1957) tells *Nonesuch* why he still finds his alma mater inspiring.

Dr Arthur Rose first came to Bristol in 1951, and the University and the city have remained in his heart and mind ever since. Following an esteemed medical career – including winning the Lifetime Achievement Award of the Child Neurology Society – Dr Rose currently resides in New York City where he is still active at State University of New York (SUNY) Downstate Medical Center in Brooklyn.

'As a child Holocaust survivor, and subsequently as a refugee from the communist regime in Poland, I have a debt of gratitude to the British people and to the University of Bristol, for the education I received there at no cost to me. The seven years I spent in Bristol, as a student and house physician, were some of the happiest of my life and I look back at that period with great pleasure and gratitude. While studying hard at Bristol I was also able to participate in the many social and sports activities offered by the Students' Union. I made lifelong friends and took advantage of all opportunities that I could, including spending time as a visiting student at the Copenhagen Medical School and at St Bart's in London. My Bristol degree opened many academic doors for me including at Harvard, Montreal Neurological Institute, Columbia University and the Albert Einstein College of Medicine.'

At just 12 years of age Arthur lost his parents, aunts and uncles during the Holocaust. He and his sister only survived the

war by being hidden by Christian friends of their parents. Eventually Arthur and his sister were able to join a group of Jewish orphans who were allowed to leave communist Poland and emigrate to the UK. The siblings went to stay with a relative in London. Having joined school in the UK with no English and his schooling prior to that 'in a shambles' due to the war, it is remarkable how dedicated and tenacious Arthur was about furthering his education. On leaving school in the UK at the age of 16 Arthur joined an importing business, but it didn't inspire him. His relationship with two Polish relatives, a gynaecologist and a urologist, helped him decide on a career in medicine. With fierce determination Arthur applied himself to acquiring the necessary A-level grades in Physics, Chemistry and Biology by attending a summer cram course and a year of technical college. After multiple rejections Arthur was accepted by the University of Bristol Medical School where he was awarded full fees and a maintenance scholarship.

After completing his medical degree at Bristol Dr Rose worked as a senior house officer in a children's hospital in London before travelling to the USA for further training. In Boston his interest in paediatric neurology flourished. After finishing his paediatric and neurology residency, and three postgraduate research fellowship years, Dr Rose was appointed to the faculty at the Albert Einstein College of Medicine in New York. There, his

'I am thankful for my Bristol education and grateful for the scholarship that paid for it.'



federally supported research focused on the neurological disorders of newborn infants caused by neurotoxic agents. In 1975 he was invited to organise the Division of Paediatric Neurology at the SUNY Downstate Medical Center in Brooklyn. He remained there as Professor of Neurology and Paediatrics for 40 years. Dr Rose is acknowledged as one of the leading experts in this area, both in terms of clinical research and as a clinician.

Since 2007, Dr Rose has funded an exchange programme for medical students, between the University of Bristol and SUNY Downstate. Each year one Bristol medical student gets to spend eight weeks at SUNY Downstate and one student from SUNY Downstate spends eight weeks at Bristol. One of the recent recipients Thomas Robb has told *Nonesuch* how much he valued the experience and what he learned about Dr Rose's speciality of paediatric neurology.

In addition to funding the scholarship programme Dr Rose has also committed a legacy to support the Master of Research programme at Bristol. 'I am delighted to be leaving a legacy for the MRes at Bristol. I find this programme to be highly innovative, well-structured and ideal for ambitious students interested in an academic career.'

Above left to right Dr Radha Giridharan, senior paediatric neurologist; Dr Arthur Rose; Thomas Robb; Dr Geetha Chari, paediatric neurologist and epileptologist at SUNY Downstate Medical Center

Thomas Robb

(BSc 2014, MBCbB 2019)

'Getting accepted onto Dr Rose's paediatric neurology scholarship programme was a wonderful experience for me. There's just no way I would have had this chance otherwise, I could never have funded it myself.'

I'm so grateful for this opportunity and I was treated so well. I'd never been to New York either, so it was fantastic to be based there.

It's quite rare for a student from the UK to get to do American hospital visits and the US medical system is completely different.

I spent six weeks in paediatric neurology and two weeks in adult neurology and got to be involved in the day-to-day working life including seeing patients on the ward. While working with Dr Rose I saw rare things I'd never seen before. Paediatrics is always a puzzle because children cannot really explain what they're feeling in the way that an adult can. You also need to work with the child's family and their fears and expectations.

The teaching at SUNY Downstate was excellent. We had case studies to test our knowledge every morning for about an hour before we set off on ward rounds. Everyone there was so willing to teach and share knowledge. I learned so much because the staff there were so keen to work with me. I've really been encouraged to learn more, research more, read more and it's confirmed my interest in neurology.

Dr Rose is a very inspiring person and passionate about people taking up paediatric neurology. I will try to replicate his kindness and generosity towards me, towards others I meet in life.'



Opinion

The **University of Bristol** has declared a climate emergency. We hear from just some of Bristol's experts about what's happening.

Climate emergency – what now?

In August this year the University's Cabot Institute for the Environment hosted Bristol-based artist Luke Jerram's *Gaia* in the Great Hall of the Wills Memorial Building. Measuring seven metres in diameter, *Gaia* features incredibly detailed NASA imagery of the Earth's surface, providing a unique opportunity to see our planet on this scale, floating in three dimensions. The installation creates a sense of the 'Overview Effect', which was first described by author Frank White in 1987. Common features of the experience for astronauts are a feeling of awe for the planet, a profound understanding of the interconnection of all life, and a renewed sense of responsibility for taking care of the environment.

‘Our academics are working at the forefront of climate change research, looking at all aspects of our changing planet from land, sea, ice and air. From the wilderness to the cities, human to the physical, from local to global and from the ancient to the past. This spectacular *Gaia* artwork has given us a unique opportunity to view our precious and ever-changing planet.’

Professor Dale Southerton, Director of the Cabot Institute for the Environment

Professor Rich Pancost

Head of School – Earth Sciences,
Cabot Institute for the Environment,
University of Bristol



On 17 April 2019 the University of Bristol became the first university in the world to declare a climate emergency. It enshrines our institutional obligation to address the climatic, ecological and wider environmental threats posed to our planet and our society.

The University has been at the forefront of exploring and solving these challenges for decades, both through our world-leading research exemplified by the Cabot Institute for the Environment and our education via the

‘Rather than ignore what’s happening we can, in our different areas of expertise, work together on sustainable solutions for all.’

Sustainable Futures theme. Some of our environmentally focused Schools – including Civil Engineering, Geographical Sciences and Earth Sciences – are ranked among the very best in the world. Many of us contribute to the Intergovernmental Panel on Climate Change (IPCC) reports, including the most recent report that highlighted the dire consequences of failing to limit warming to 1.5°C.

We must do more. Just like our pledges in 2015 when Bristol was the European Green Capital, the Climate Emergency Declaration recognises that our University’s impact on our city and planet transcends its research and educational mission. We are an employer, a procurer and a consumer; our academics fly across the world and our students fly to us; we consume food, energy, water and minerals. We are part of the problem and we must be part of the solution. In particular, the Declaration renewed our commitment to become carbon neutral by 2030. But what does that mean? How will we do that? We know it will be messy and complex, just as our decision to divest from fossil fuels was. Not all companies that hold fossil fuel assets are the same; in fact, many are critically involved with obtaining the resources needed for a post-fossil fuel electrical future. But then, we must ensure that our own efforts for carbon neutrality do not simply shift the environmental burdens to other countries nor hinder their own development.

We do not have all of the answers yet. Consequently, I consider the Declaration to be a call for a renewed, self-critical, demanding and collaborative conversation about the future of our University. It is an opportunity for dialogue between all of us – staff, students, alumni, partners and stakeholders across our institution, city and the world. It will embrace every aspect of our organisation and it will lean on our own world-leading expertise and potential for innovation.

Previous page: ©Ben Birchall/PA Images

‘Bristol should be proud of the contribution it’s making towards getting the message out there about what’s happening to our planet, about the situation our natural world is facing as a consequence of what we’re doing to it.’

Sir David Attenborough

Sir David Attenborough

Broadcaster and Naturalist,
Honorary Alumnus, winner
of the 2019 Bristol Alumni
Award for Lifetime
Achievement



The fact is that the world is under greater pressure than it has ever been, and it’s not just in my lifetime but since human beings existed. This is the first time ever in the history of *homo sapiens* that we have had the power, wittingly or unwittingly, to actually transform the world. Or to destroy it. Or to protect it. It’s very very important and our children and our grandchildren will either be thanking us or blaming us.

The problem is huge. I mean this is a problem that has never been faced by human beings before, ever. Because the world is one. And everybody – *everybody in the world* – has now got to get together and sort things out. The history of humanity is of disaster, is of arguing and quarrelling, of wars, of going and conquering other people and clinging on to the land. That’s got to come to an end. And we’ve all got to do something, because we’ve got a common disaster. If I had to give one piece of advice to people today it would be to get engaged. Come together and do something about it.

I think there is time to do something about what’s occurring, but that can only happen if people understand that the world is in danger. If we have an obligation to our children, our grandchildren and further generations then it is time we took that seriously. If the films that the BBC Natural History Unit have made – with the help of the University of Bristol – are getting the message out there, then we can be proud of that.

‘Over the years the University of Bristol has contributed greatly to my work, offering their expertise from various departments and producing outstanding graduates to work in the field of natural history.’



Jack Farmer

University of Bristol Alumnus (BSc 2015), Co-Founder and Operations Lead at LettUs Grow. Expert in controlled environment agriculture.



I co-founded LettUs Grow in 2015 with fellow alumni Ben Crowther and Charlie Guy, aiming to help tackle some of the greatest challenges facing the world today: carbon emissions, environmental pollution, and food security.

With the current population growth, we will need to feed nearly 10 billion people by 2050.¹ To do so it's estimated that we must increase food production by 70 per cent, with the added challenges of having 25 per cent less farmland, degraded soils and an ever more unstable climate. Our existing methods of agriculture are not suitable for this new paradigm. This is before we even consider the food wasted in supply chains each year – 90,000 tonnes in the UK alone. With LettUs Grow we believe that by empowering anyone to grow food within controlled environments, we can tackle some of these issues head-on. We take a collaborative approach and have built a team comprising plant scientists, engineers, developers, creatives, and business experts.

We design modular, 'aeroponic' products that improve the efficiency, sustainability and ROI of both indoor and greenhouse agriculture. This involves generating a mist around plant roots, which grow much faster and healthier as a result. Facility costs are driven down and farmers can achieve an average of 70 per cent increase in growth across a range of crops, when compared to conventional hydroponic technology. Our systems use very little water and as we operate in controlled environments there is no need for the use of pesticides. Crucially, this soil-free growing takes the pressure of growing delicate crops off the land and improves global access to nutrition – even in areas with very high or low temperatures. At LettUs Grow we've used our combined plant science and engineering expertise

to mature this aeroponics technology and make it much easier to use.

Over the next few years, we're excited to explore new crop varieties and expand our global impact. We want to enable new business models for local growers and play a key part in creating a non-wasteful food supply chain by supporting alternative, resilient food production. To drive consumer behaviour change we need a multi-pronged approach and LettUs Grow is proud to be part of that change.

'We believe we are part of the solution and are working with other local businesses to address the issues that face us all as part of this climate emergency.'

Reference

¹ Springman et al (2018). Options for keeping the food system within environmental limits. *Nature* 562, 519–525.

[Top LettUs Grow crops in their aeroponic systems](#)

Dr Alix Dietzel

Lecturer in Global Ethics, School of Sociology, Politics and International Studies (SPAIS), University of Bristol. Specialising in Climate Change and Global Justice.



References

¹ Dietzel, A. (2019). *Global Justice and Climate Governance: Bridging Theory and Practice*. Edinburgh: Edinburgh University Press.

² CAT. (2019). *The CAT Thermometer*. Available online at: climateactiontracker.org/global/cat-thermometer [last accessed 30 July 2019].

In our bid to act now against the current climate emergency, we must not neglect the ethical dimensions of climate change. A focus on justice needs to be included in the conversation. Climate change will bring suffering to communities, individuals and ecosystems and those least responsible for the problem will suffer the most.¹ Those least responsible include people living in the Global South and economically disadvantaged people living within wealthier countries, who have very low emissions and at the same time have little adaptive capacity to climate change. And, of course, future generations, who have done nothing to contribute to climate change. The fact that that these people will suffer more than the wealthiest individuals in the world, who contribute most to climate change, presents a profound case of injustice.

My research focuses on climate justice and the evaluation of the global political response to climate change. This approach allows me to understand and assess the complexities of state (UNFCCC, Paris Agreement) and sub-state (cities, NGOs, corporations, individuals) responses to climate change and make suggestions for reform that are grounded in both ethical considerations and policy analysis.

My work has a focus on human rights and where responsibilities for taking action actually lie. I analyse policy documents, outcomes and negotiations taking place at the global level. I consider both state and non-state actors to get a sense of what responses are working, who's doing best in terms of acting justly (protecting human rights, making fair decisions) and what can be adapted and replicated. What my research is showing is that at the sub-state level organisations are more ambitious and creative and it's this area which gives me hope. States have trouble making just decisions

'We need to humanise the global climate change problem. We need to get away from the idea that we're somehow separate and remember to include a focus on human rights as part of this debate.'

at the global level. For example, if you think about the Paris Agreement negotiations, we had over 200 parties trying to agree on a way forward for addressing climate change, so it was inevitable that any measures were going to be 'watered down' and somewhat conservative in their approach. Otherwise, not every state in the world could have come to an agreement.

Cities, by comparison, have a much easier time implementing change than states. City mayors and councils

can make decisions on transport, new buildings, food supply, and so on and all these changes can make a very big difference. So, for the University of Bristol and the City of Bristol to announce a climate emergency is a good thing, because it shows potential for movement forward at a local level at least. Universities can also join together in their thinking as they have many aspects in common – such as academic travel and waste management. You only have to look at the We Are Still In group in the USA to see how sub-state action can be effective. Despite President Trump declaring the USA no longer part of the Paris Agreement, We Are Still In signatories, including cities, corporations, and individuals, represent a constituency of more than half of all Americans and taken together they represent \$6.2 trillion, a bigger economy than any nation other than the USA or China. That is a powerful sub-state group of people pressing for increased ambition on climate change.

However, we need to ensure that the voices from the Global South are also heard. We are not alone in Western countries in heading for a 3-4 degree Celsius rise in temperature.² Countries and communities in the Global South will also need technology, funding and research and we need to understand the social systems that scientists are pushing technology into. A green transition will only be just if we understand the global effects of such a transition. Those living in the Global South struggle to have their voices heard in global negotiations, because they often do not have the resources to send a large team of English-speaking representatives who can attend all of the important side-events and discussions. Even when they do, their voices are often overpowered by richer nations. In addition, activists in the Global South often don't have the funds for the sub-

state work they want to do. We also need to understand global supply chains and the repercussions of the so-called 'green economy'. If we encourage people to switch to electric cars, what is happening to the scrap metal of the petrol ones? Where are the lithium batteries for the electric cars coming from, where is it being mined and under what circumstances? What is extracting it doing to the earth? We can no longer look at 'greening' in isolation. Bad supply chains and slave labour conditions are unacceptable from

a climate justice perspective.

Right now, we are at a critical crunch point with climate change and it can no longer be ignored. Paying attention to just decision-making and fair global action is a critical part of understanding how to move forward. I'm proud to work at a university that is willing to push boundaries and take ambitious action. ●

How **Professor Bruce Hood** is tackling the growing issues in mental health and wellbeing among students at Bristol.

The Science of Happiness

Bruce Hood, Professor of Developmental Psychology in Society, tells us about his *Science of Happiness* course, which looks at rethinking the way we think, combined with practical applications to think more positively. This applied research project will include contacting participants at regular intervals over three years, to map changes in attitudes and behaviours. Following a successful pilot in 2018, from October 2019 this course will be available to all incoming students at Bristol as an accredited module.

The course is structured to run for 12 weeks as a weekly hour-long lecture by Professor Hood and an additional weekly hour-long peer support hub hosted by a trained mentor. Around 300 students are expected to sign up to the course each term. Rather than focus on assignments or exams, students are expected to do project work, attend their hubs and participate in *Happiness Hacks* to try them out. Other universities have already expressed interest in working with Bristol and Professor Hood to replicate this programme and a pilot in Bristol schools is happening this autumn.

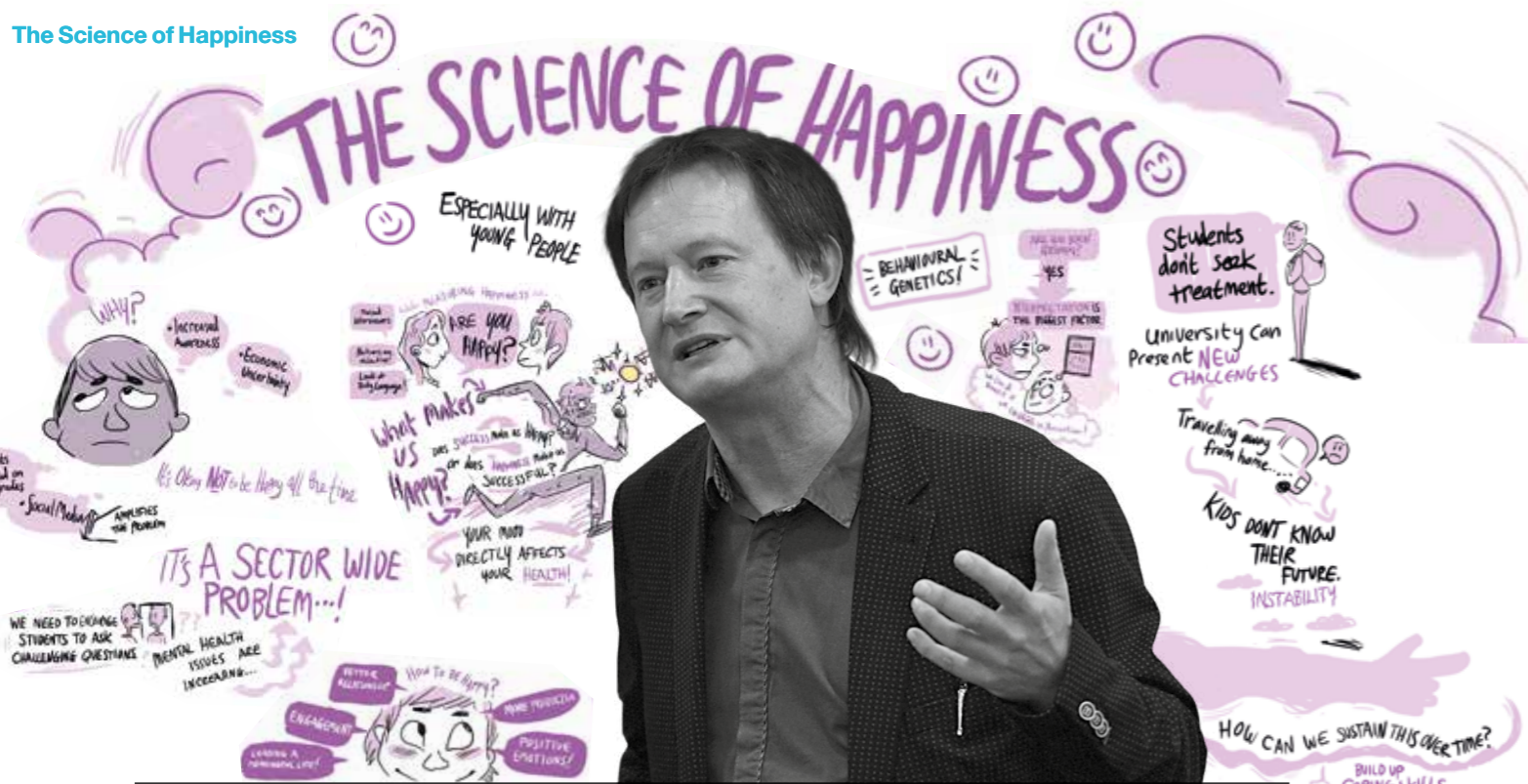
‘From my own experience in recent years it’s become noticeable that students are no longer coming to me as their tutor to discuss ideas and what interests them in the field of psychology. Rather they are showing up in a state of stress and anxiety about how to get good grades, how to pass their exams, what they need to do to excel. While assessment is of course important it appears it’s taken over and a lot of the joy has disappeared from learning. Stress and anxiety among university students is not new. I wrote

a paper over 30 years ago¹ on homesickness in students going to university and how there’s a spike in depression at this time. But it’s becoming a burgeoning problem and people are much more vocal about it now. So why is that?

Reasons are multiple. There’s a big shift in what students expect. In the UK school system they’re given such tight direction that they can then struggle when faced with the challenges of independent thinking at university. Uncertainty also leads to stress and we are in a time of peak uncertainty, with factors such as geopolitical instability, climate change and the transition to a digital world. Fifty-three per cent of students arriving at university have self-reported mental health issues before even getting there² and the latest ONS statistics show that rates of mental health issues are rapidly on the increase.³

So what, if anything, can be done? There’s a belief that people with issues regarding mental health and unhappiness are genetically predisposed to it, but that’s not the full picture. Fifty per cent of what influences happiness is genetic factors, 10 per cent is circumstantial – for example winning the lottery or being the victim of a traffic accident – and 40 per cent is intentional activities such as exercising and getting enough sleep.⁴ My aim with the *Science of Happiness* course is to look at misconceptions around happiness, to examine how and why we think the way we do, to get the students to really think long and hard about the true meaning of happiness and how we define it, and then to put the *Happiness Hacks* into practice.





I must stress that this course is not a therapeutic one, although students may benefit by self-reflecting and by participating in the *Happiness Hacks*. The intention is that it will make the students taking it more resilient and better able to deal with life, understanding that success is not necessarily the same as happiness and that having different moods is important. That said, one interesting factor that emerged from the pilot programme was that the biggest fans of the course were our international students, particularly those from Asia. They often can't talk about anxiety and stress at home in their culture. But because the *Science of Happiness* is a science course and looks at data and statistics, they felt 'allowed' to attend it and they felt liberated by what they learned.

So what is happiness, how do we define it and how do we achieve it? There are three components to wellbeing and happiness, which are: positive emotions, engagement and living a meaningful life. Psychological science shows that we have misconceptions about happiness, that our expectations around it can be detrimental to us and that certain factors can positively influence our happiness. This is what I examine with the students taking my course, to overcome biases and put strategies into place to become happier. There are proven benefits to being happy, which have a positive effect on society. Happy people are more productive, more creative, more generous and have better relationships.⁵ Happiness can even predict health. For instance, a 2017 study showed that if you infect test subjects with the flu virus, the happier people fight it off better.⁶

Since the end of World War II, GDP has been a country's measurement of success and one which I believe is possibly the worst way of measuring. We need to think about what's more valuable to society, because we're very individualistic in the Western world. We could do well to look at Bhutan,

which since 1971 has rejected GDP as the only way to measure progress. In 1972 King Jigme Singye Wangchuck declared that '*Gross National Happiness is more important than Gross Domestic Product*', giving equal importance to non-economic aspects of wellbeing. We've lost track of the real values in life, we have a warped notion of self and we're not asking ourselves if we feel purposeful and valued. At a time when anxiety and stress are on the increase globally and transecting age brackets and socio-economic backgrounds, refocusing on what Aristotle called Eudaimonia – translated as wellbeing – can only be a good thing. ●

Above Professor Bruce Hood speaking at the inaugural Alumni Forum 2019 in Bristol

Happiness Hacks

Practical ways to feel more positive⁷

1. **Savouring** – taking time to savour the things you enjoy
2. **Gratitude** – expressing gratitude for people and things
3. **Social Connection** – making real-life connections with strangers
4. **Kindness** – increasing your acts of kindness
5. **Exercise** – increasing your physical activity
6. **Attention** – combat mind wandering
7. **Sleep** – ensure at least seven hours per night



Ellie Wright

Current student

A student's perspective

Ellie Wright is a current University of Bristol student, taking an MSc conversion course in Experimental Psychology. She partook in the *Science of Happiness* pilot in 2018 and has found it informative and transformative. Originally interested from the perspective of supporting her patients as a Health Care Assistant and future psychologist, Ellie was surprised that as she learned through practice in the happiness hubs, she also enjoyed some of the benefits these behaviours had on her own thinking.

'My motivation for taking the *Science of Happiness* course was to learn the evidence base behind what does and does not make us happy. I enjoyed looking at how positive early interventions in clinical and nonclinical populations can promote happiness and perhaps even prevent the onset of mental health conditions. An equally important part of this was understanding what we don't yet know. The content has informed a critical approach I can take forward and that will hopefully benefit what I can offer to future research and clinical practice.

The course covers Philosophy, Economics, Politics, Neuroscience, Psychology – it's varied and fun. The course uses data from studies to challenge our thinking around what makes us happy. In the lectures, Professor Hood really enjoys myth busting. For example, he explained the evidence behind why we may perceive that we're happier sitting on our own plugged into our earphones on the daily commute, but how data suggests we are happier connecting with someone else. We learned about critical thinking, such as how to ascertain if a study needs to be repeated to be more robust. I gained insight into gathering and assessing data, looking at the size of the study, the methods used and who funded it. This is exciting! It nudges us to discover research problems and think about what more we might find out in the future with different study designs. It's been easy to apply the skills learned to other courses. They're skills for life and they're transferrable.

'This course has reminded me how to make time for fun in my life and how to have fun learning.'

We looked at why the *Happiness Hacks* are important. Take sleep, for example. There's a study in *Nature* magazine⁸ that shows how people deprived of enough sleep for just a week change their body language because their tiredness makes them hypersensitive. In turn this body language makes other people less likely to trust them, a perception whose impact can facilitate social isolation and loneliness for people with poor sleep. But this finding needs to be repeated!

The *Happiness Hacks* are about noticing automatic behaviours and disrupting these by building healthy habits. Accountability and peer support are what make those good habits stick, which is what happens in the weekly support hubs and are a key part of the *Science of Happiness* course.

This course promotes a love of learning – or what Professor Hood might describe as Mihaly Csikszentmihalyi's 'Flow'. Not worrying about conventional exams, I feel, has a big role to play in this.'



Mental Health and Wellbeing at Bristol

Your University continues to support its staff and students in their health and wellbeing. A full list of services available to students is available at bristol.ac.uk/students/wellbeing/. In addition to ongoing research at the University, including Professor Hood's course, we have also recently appointed Dr Myles-Jay Linton to the position of Vice Chancellor's Fellow in Young People's Mental Health. VC Fellowships are supported in part by funding from alumni and friends. If you are interested in supporting the University in this area, please get in touch with the Development and Alumni Relations Office (DARO) on alumni@bristol.ac.uk or +44 (0)117 394 1046.

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'I knew from the start of my time at Bristol what my long-term goals were. I had to be very focused and disciplined. Everything was geared towards that. I had to develop extreme resilience. Sometimes it felt like the hardest thing in the world to keep everything going.'

Alumni

Alumnus Eboni Usoro-Brown (née Beckford-Chambers), Solicitor, Team Bath netball captain and England National Netball Team co-captain for the World Cup 2019, talks to us about her time at Bristol and the tenacity that led to her winning the Achievement in Sport award at the University's Alumni Awards 2019.

Aiming higher

I was first attracted to Bristol as a vibrant city with very welcoming people. I had been training at the Bath Netball Academy and the University of Bristol had an excellent reputation and was near to Bath. I liked the fact that the Bristol campus was part of the city as some university campuses can be quite isolated.

At the time Bob Reeves was the Director of Sport, Exercise and Health and he was one of the first in the university sector to establish a sports performance programme for students, enabling them to fulfil their potential both academically and in sport. He wanted to attract elite athletes of high academic ability, and this allowed me to study Law as well as continue my netball career. This was quite unusual as at most universities elite athletes study things like Sports Science degrees alongside their athletic commitments.

At Bristol, pastoral support was offered to help manage my degree as well as my sport. I was given help to facilitate conversations with the academic tutors, to understand what I was doing. I was also able to access things like sports massage, sports psychology, nutrition and so on, which really helped my performance.

Studying at the University of Bristol gave me the confidence that I could commit to both sport and study fully. When I later applied for a training contract with a Bath law firm, I already had proof that I could juggle both and so they were very supportive of me continuing my netball career as well as my legal career.

Bristol really helped develop my level of professionalism. I was given a great foundation in things like time management, discipline, determination. Staff were instrumental in helping me network and make the right contacts in netball.

My Master's degree is what made me really fall in love with Law as a subject and made me want to work in law. I had such phenomenal, passionate teachers. I really enjoyed it. There was a real moment of 'I did it' at my graduation ceremony. A moment of realisation and recognition after working so hard. Because you need real persistence to keep going.

To have received the Achievement in Sport accolade at the inaugural Alumni Awards in 2019 was an absolute honour.

Today I'm proud to say I'm now a fully qualified solicitor as well as having earned my 100th cap at the Netball World Cup this summer.●

How the University's new Temple Quarter Enterprise Campus will be working with local communities in the surrounding area.

Exploring the civic university

The University of Bristol is one of six civic universities created in Britain at the turn of the twentieth century. As our Chancellor Sir Paul Nurse noted in his installation ceremony, *'civic universities draw their origins and their strengths from being embedded in their local communities'*. As work continues apace on our new Temple Quarter Enterprise Campus near Temple Meads train station, we look at how the University is already engaging with local communities in Bristol and how plans are afoot for this integration to be a key part of the new campus. The campus is being built close to complex communities in east and south Bristol, some of which experience multiple deprivation. It will be near to Barton Hill, an area where 77 languages are spoken and home to the Barton Hill Settlement, a community centre originally established by the University back in 1911.

In late 2019, the Barton Hill Settlement will be building a micro-settlement, made out of shipping containers, which will include office space and small residential units. The University will be renting a space to create a 'micro-campus', a place for teaching, research and outreach and where we can build new projects in collaboration with other partners based at the

Settlement and in the surrounding areas. It will be an opportunity to pilot some of our activities for the new campus.

Pilot projects in the area, funded by a newly established Temple Quarter Enterprise Campus Public Engagement Fund, kicked off in summer 2019. These include a partnership with the Nilaari Agency working on mental health services in ethnic minority communities, a digital engineering project for schoolchildren and a business planning workshop delivered by SETSquared Bristol.

Bristol's new campus will be an inclusive place of research, education and collaboration, bringing together expertise and experience from a wide range of sectors and parts of society. It will offer a model for similar city-university collaborations worldwide. The public realm of the new campus will have welcoming and inclusive civic spaces with programmes to serve the local community, including a programme of activities in the evenings and weekends called Twilight Temple Quarter.

Not only are we designing digital and physical infrastructure across the campus with inclusivity in mind, we are developing an innovative and flexible undergraduate programme specifically aimed at local students without conventional qualifications and new initiatives to recruit a broader range of staff to the University. The spaces on the campus will include the Bristol Rooms, a ground floor space offering hotdesking to civic partners, social enterprises and community groups to work with us on research questions, student internships and big civic challenges.

'Partnering with the University of Bristol has meant we've been able to use our community engagement experience and local expertise to complement the discipline of academic research. This would usually be beyond our means as a small third sector street agency.'

Nilaari Agency

'So much information was covered so comprehensively but clearly. I felt like this session was really helpful and a very efficient use of my time.'

Participant in SETSquared Bristol's Jump Start your Business Plan

We are creating a socially responsible and sustainable campus that ensures a wide range of individuals and communities have opportunities to participate in, and shape, research, education and wider university life. ●

The Temple Quarter Enterprise Campus Public Engagement Fund has been generously kickstarted by The Lennox Hannay Charitable Trust. Any alumni and friends who are interested in supporting Civic Engagement projects are welcome to get in touch. These are projects where even small donations can have a real and identifiable impact. To get involved and for the latest news visit: bristol.ac.uk/temple-quarter-campus. E: alumni@bristol.ac.uk T: +44 (0) 117 394 1046.



Why does global inequality in education persist?



Research

International Development Ethnographer and Vice-Chancellor's Fellow, **Tigist Grieve**, is researching marginalised voices in rural Ethiopia in an effort to explain the ongoing difficulties in achieving education for all globally.

In a year where we're celebrating the 50th anniversary of men landing on the Moon, we still can't achieve access to education for all across the globe.¹ I continually ask myself, why not? How is it so hard? We make it complicated by not listening and by not understanding other people's perspectives. Why is it the trend to look at people living in poverty from a deficit point of view? My work as a Vice-Chancellor's Fellow has given me the opportunity to build on my years of PhD research, which focuses on improving the educational outcomes and empowerment of adolescent girls in Ethiopia. I want to bring those voices of marginalised adolescent girls to the ongoing debate of gender and empowerment, while recognising the effort and resilience that goes unnoticed when we have a deficit-based perspective about certain categories of people.

I want to inspire people to go where others would never expect them to by engaging with relevant stakeholders in Ethiopia and beyond.

In particular, my work is about *seeing the social*, engaging and responding to local voices. In the words of the writer Arundhati Roy 'There's really no such thing as the 'voiceless'. There are only the deliberately silenced, or the preferably unheard.'

My inspiration for examining voice is the inspiring work of Robert Chambers, author of *Rural Development: Putting the Last First*. I am listening to the everyday lived experience of people. My work is about voice – the voices of children, of women, of the resources-strapped communities in rural areas. Really, international development policy to date hasn't given adequate space to hear them, it's not informed by their experiences or by their voices.² Even where there is a claim for 'voices of the poor' it is proxy voices where the privileged few speak on their behalf from a position of assumption. My work is focused on disseminating my research findings back to target communities in Ethiopia, to spark constructive debate about rural schooling and development. I want to do this in a way that challenges policy makers, development practitioners, donors, teachers, researchers and communities themselves.

I'm researching within two communities in Ethiopia, a peri-urban and rural, chosen because they are under the same local authority, but with considerable geographical differences. I believe there's a misconception that certain communities don't understand the value of education, but we need to research why, looking at policy, political economy, culture, social pressure. For example, despite the increasing enrolment, school attendance is very poor, not because education is not valued but because the expectation that children will be working around their homes

and farms is greater. Girls' attendance is much lower than boys because societal pressure is higher on girls. Boys have much better autonomy in how they use their time while girls in rural areas are time-poor. My work confirms the importance of recognising the difficulty of transforming gender relations through schooling alone.

In analysing categories of children and childhood experiences, I've discovered that children are highly mobile in search of opportunities for them and their families, starting from a very young age. My research showed that the ultimate question in rural Ethiopia is 'Who is this child to me?' 16 per cent of children in households in my area of research are not in their biological families and relatedness matters in this culture. This context is so important in Sub-Saharan Africa, which has such a huge population of children orphaned by the AIDS epidemic.³ The concept of family is a complex one and undertheorised in the context of Ethiopia. If you're related to the head of the household, you have access to better resources.

I'm also looking at issues such as access to water and autonomy of reproductive health (or lack of). These also play a part in preventing girls from obtaining an education. A school without a water source or toilet facilities is not hospitable to children, even less so to adolescent girls dealing with menstruation. Climate change also has a part to play in water scarcity issues, with the African continent identified as one of the parts of the world most vulnerable to the impacts of climate change.⁴

We need to make informed decisions through lessons learned from quality research. The joy of being a researcher at the University of Bristol is the opportunity to collaborate with world-leading multi-disciplinary teams interested in developing ideas to meet the global challenges of development.●

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The University's second cohort of 15 Vice-Chancellor's Fellows started in the academic year 2018-19, joining the 12 from 2017-18. Alumni and friends have contributed funding for six of the Fellows to date. For more information on the Fellows see bristol.ac.uk/vc-fellows.

We highlight some of the opportunities for our alumni around the world to connect with each other and keep their Bristol networks alive.

Our global alumni network



Chancellor's Dinner

Alumni based in China were delighted to join Sir Paul Nurse, Chancellor of the University, and Professor Hugh Brady, Vice-Chancellor, earlier this year for a celebratory dinner in Shanghai to launch the Employer Advisory Network in China. Designed to engage individuals with opportunities to support graduate employability, the Employer Advisory Network is a new initiative that supports the career potential and growth of alumni based in China.

There are over 12,000 alumni in China and over 2,000 Chinese students at Bristol, making it the largest international network. There are volunteer-led networks in Beijing, Shanghai and Shenzhen, which nurture and support a family of graduates.

Alumni Weekend 2019

Alumni came from all over the world this year, including Australia, Canada and the US, to reminisce about their experiences and to revisit some of the University's iconic buildings. The 1959 Civil Engineers, 1962 Aerospace Engineers, 1960 Medics and 1979 Drama graduates, among many more, were brought back together at the Reunion Lunch in the Wills Memorial Building. Meanwhile, dancers who trained with the University's Latin and Ballroom Dancing Society hosted the inaugural Tea Dance in the Victoria Rooms. The Alumni Weekend reunites old friends and new and is a nostalgic opportunity for graduates of the University of Bristol to rediscover the city and learn more about the University today. Why not join us in 2020?



Bristol Connects

This year we are excited to launch Bristol Connects, a new and exclusive online networking platform for alumni and students of the University of Bristol.

By creating a user profile, alumni can connect with other users, find old University friends, establish new professional relationships, build networks and seek and give career insights and advice to students and other alumni.

Designed to keep Bristol's global alumni community connected, Bristol Connects is a pioneering tool that will transform the way alumni stay in touch and engage with each other and will support the personal and professional development of alumni around the world.



Highlights within the Bristol Connects platform

Study experts

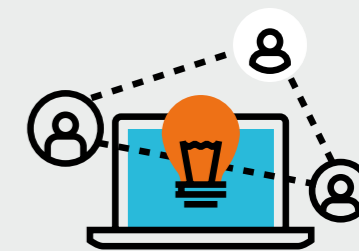
The study expert programme connects recent graduates with potential students who have an offer to study at Bristol, to inspire future students and engage them with the unique insights and experiences of those who have studied here themselves.

All alumni who have graduated within the last five years are able to activate a study expert profile, allowing current students to get in touch for advice on living in Bristol, University culture, settling in and how your time at Bristol has impacted your career.

Career experts

The career expert programme connects alumni to one another for the opportunity to seek and give career advice and establish professional networks. By activating a career expert profile, you will be available for other users to request your insight and knowledge and share your experience with fellow alumni and current Bristol students.

Whatever pathway you might be on in your career, your advice can be invaluable to others. You can pause or modify your profile at any time to manage the number of requests you receive, and you can commit as little or as much time to others as you wish. It's also a great resource for those of you looking to develop any stage of your career.



To sign up today to your Bristol Connects go to bristol.ac.uk/bristol-connects

JSTOR

Alumni of the University of Bristol have access to JSTOR, a digital library of over 12 million academic journal articles, books and primary sources, keeping you connected to the world of academia beyond your studies.

Chair of the Beijing alumni network **Siyan Ruan** (MSc 2014) tells *Nonesuch* how much she enjoys meeting students and alumni and keeping the Bristol experience alive.



A message from your Alumni Association Chair

Jonathan Phillips on your evolving Alumni Association



The Beijing network

I've met a lot of outstanding alumni through the Beijing alumni network, it really helps us stay connected to our shared experience. I can still remember the nights we spent in the library, the excitement when I delivered an assignment, the sense of relief when I finished my exams, the fulfilment when I handed in my final thesis. It was challenging, but so worth it. I still benefit now from my experiences at university.

As an international student arriving in Bristol, everything was so fresh to me. I can recall the first day I arrived, staying in a hotel and thinking 'It's like being in a British film!' Banksy's artwork and trip-hop music were so amazing and new to me. I also made a lot of friends in Bristol that I'm still in touch with now. Bristol gave us the opportunity to tackle some of our challenges together.

The University of Bristol has a community of over 12,400 alumni in China and over 2,000 Chinese students at Bristol, making it the largest international network. There are volunteer-led networks in Beijing, Shanghai and Shenzhen, which nurture and support a family of graduates.

In the Beijing alumni network we are a volunteer-led group that works closely with the University of Bristol to host events and activities for graduates based in Beijing. Our

first meeting back in 2015 brought together more than 250 graduates, and we now support Bristol's China Graduation Celebration, sit on Career Panels and organise meetings and events.

When you have shared memories of a place, you have a shared language. The Beijing alumni network – and the alumni network more broadly – gives graduates the opportunity to meet other people who have experienced Bristol, who have been shaped by the same city, the same university, and perhaps by the same memories. It provides a significant connection for those who studied together.

As part of the Beijing alumni network we also meet current Bristol students who are doing placements, internships or who are studying abroad in China. I often recognise myself in these students, excited and sometimes a little bit shy in a new and unfamiliar place. I was so supported when I moved to Bristol that I feel moved to pass on that kindness to current students and do what I can to ensure they have a positive international experience.

There are Bristol alumni networks all around the world – why not join your nearest one or set one up if there's none near you? I can attest to it being a really positive experience and a great way to keep the Bristol spirit alive! ●

Earlier in the year, I had the huge privilege of being elected as the new Chair of the Alumni Association, succeeding Julie Goldstein. I want to thank Julie and the former committee members for everything they have done and alongside the new committee, we look forward to building on their excellent work.

One of the undoubted honours of being the new Chair is to attend some of the graduation ceremonies held in the Great Hall of the Wills Memorial Building. The Association is now 160,000 members strong and growing, getting ever more youthful, diverse and digital. Initiatives like Bristol Connects will help us all stay connected with each other and the University, and evolving the Alumni Association to reflect this changing demographic will be one of the new committee's challenges.

At the recent Bristol Volunteers' Reception, I met with so many alumni who give their time, energy and enthusiasm to supporting the University and current students in a variety of different ways. Be it mentoring, work placements, committee time or donating funds, it was humbling to see how alumni give back to Bristol and fascinating to hear their reasons and motivations. Thank you to all those who give their time, expertise and resources. I strongly believe that alumni can have a positive impact on the current student experience so if you'd like to contribute in some way, do get in touch.

I look forward to hearing from you and to working closely with the Development and Alumni Relations Office to help build your Alumni Association. You can find more information about our work, together with committee member biographies, on the University website at bristol.ac.uk/alumni/the-alumni-association. Or contact us at alumni@bristol.ac.uk ●

In numbers

164,603

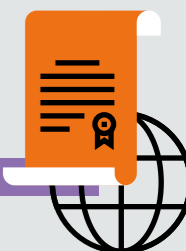
Alumni Association members around the world

1,324

Bristol Volunteers in 2018/19

55

Bristol Mentors in 2018/19





Dr Peter Iredale DSc (BSc 1952, PhD 1956) (1932 – 2019), the last Director of the UKAEA's Harwell Laboratory; advocate for the creation of a world-class Science and Innovation Campus in South Oxfordshire and Chairman of Oxfordshire Area Health Authority at a time of great change.

Peter Iredale was born in Staffordshire in 1932. He excelled academically at Litchfield Grammar School and then at the University of Bristol reading Physics. Here he met his future wife Judith Marshall (BSc 1954, Certificate of Education 1955), a Botany and Zoology student and future teacher and deputy headmistress.

After graduating, Peter moved seamlessly to a PhD supervised by Nobel Prize winner, and legendary Bristol academic, CF Powell. Using silver nitrate emulsion-coated glass plates, lifted into the upper atmosphere by balloons to be exposed to high-energy particles, Peter's work contributed to defining both the existence and mass of K-mesons. On one occasion, Peter was part of an international collaboration of universities launching a stack of 250 emulsion plates from a site in Tuscany. Expecting an easterly wind an Italian Naval Corvette was dispatched to follow the balloon's flight and retrieve the plates. But the wind changed direction and the weight of the payload proved too great for the nylon ropes linking it with its descent parachute – a heavy dustbin-sized object screamed down in freefall into an Italian forest frightening the local residents.

Completing his PhD in 1956, Peter was appointed scientific officer at the Atomic Energy Research Establishment at Harwell. Housing Europe's first nuclear reactor, Harwell rapidly developed as a pioneering institute. The changing configuration of research programmes that resulted from the Science and Technology Act (1965) empowered the UKAEA to pursue non-nuclear research. Peter was asked to lead the Marine and Technology and the Energy and Technology support units, both of which managed contracts in industry and at universities on behalf of the Department of Energy. He was appointed Deputy Director in 1986 before being appointed the eighth and last Director of Harwell Laboratory in 1987, stepping down in 1992.

Intellectually restless and energetic, Peter sought another strategic role. He found fulfilment as the Chair of Oxfordshire Area Health Authority, a position he held from 1992 until 2001. Recognising the vital importance of building a stronger relationship between the Oxfordshire health sector and the University of Oxford, his strong academic background, personal qualities and commitment ensured a clear, shared vision for the future. This allowed the creation of several world-class clinical research institutes, including the Oxford Centre for Diabetes, Endocrinology and Metabolism (1999) and the Centre of Functional Magnetic Resonance Imaging of the Brain (1998).

As a mentor in both the science and NHS worlds Peter Iredale is remembered fondly for his unwavering support of his staff and his mentorship and support of junior colleagues. He delighted in humorous stories and was an incorrigible creator of sometimes hilarious limericks. While never happier than listening to opera or in his wonderful garden, Peter would tell everybody that the proudest achievement of his life was his family – his 62-year marriage to Judith, his four children, John, Susan, Helen and Alison, their spouses and his 13 grandchildren, all of whom remember him with enormous affection. Peter and Judith started a Bristol dynasty – their daughter Alison graduating with a BA in Economics in 1989, their grandson George a MechEng alumnus, now in his second year of his PhD here. In 2016 their son John became Pro-Vice Chancellor for Health at Bristol. ●

A full list of alumni in memoriam is enclosed as an insert with this edition of your *Nonesuch* magazine.

Alumni support helps students to thrive at Bristol

Your achievements inspire us
Your advice encourages us
Your donations drive us forward

Thank you

Thanks to alumni like you, this autumn 55 Futures Scholars will begin their studies at Bristol. With your help, we can grow this number to reach even more students in the future. For a talented student who is struggling financially, a scholarship is a lifeline that changes everything. Your gifts ensure our students make the most of everything Bristol has to offer, whatever their background. To find out more visit bristol.ac.uk/futures-scholarships



Everyone can leave a legacy

'I am so thankful for my Bristol education. I'm proud to have remembered Bristol in my Will and I would encourage fellow alumni to do the same.'

Dr Arthur Rose (MBCbB 1957) is a strong believer in the importance of the transformative impact of medical research at Bristol. Not only does he fund scholarships (which you can read about on page 6 inside) he has also been inspired to leave a legacy. Arthur's belief in Bristol and its researchers (pictured above) and their potential to improve lives for future generations has led him to leave a gift in his Will to support their work.

You can join Arthur and others like him in supporting vital medical research and giving a gift in your Will by getting in touch with us today.

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